

**INSTRUCTION**Special EducationIndividualized Education Program (IEP)A. Definition

The term "individualized education program" (IEP) means a written statement for a disabled child that is developed and implemented in accordance with these regulations.

B. Responsibility

The school principal, with the help of the special education teacher and guidance counselor, should ensure that an IEP is developed and implemented for each disabled child in its jurisdiction.

C. Accountability

## 1. An IEP must:

- a. Be in effect before special education and related services are provided to a child; and
- b. Be developed within thirty (30) calendar days of a determination that the child needs special education and related services with placement effected as soon as possible.

2. Each principal shall initiate and conduct meetings periodically to review each child's IEP and, where appropriate, revise its provisions. Meetings must be held for this purpose at least once a year.

D. Participants in Meetings

1. The principal shall ensure that each meeting includes the following participants:
  - a. A representative of the school, other than the child's teacher, who is qualified to provide or supervise the provision of, special education;

**INSTRUCTION**Special Education (continued)Individualized Education Program (IEP) (continued)D. Participants in Meetings (continued)

- b. The child's teacher;
  - c. One or both of the child's parents (see regulations below for parental participation);
  - d. The child, when appropriate; and
  - e. Other individuals at the discretion of the parents or principal.
2. For disabled child who has been evaluated for the first time, the principal shall ensure that:
- a. A member of the evaluation team participates in the meeting; or
  - b. The guidance counselor, the principal, the child's teacher or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

E. Parent Participation

1. Each principal shall take steps to ensure that one or both of the parents<sup>1</sup> of the disabled child are present at each meeting or are afforded the opportunity to participate, including:
- a. Notifying parents<sup>2</sup> of the meeting early enough to ensure that they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed on time and place.

<sup>1</sup> and/or a representative of the agency assigned legal custody (if any)

**INSTRUCTION**Special Education (continued)Individualized Education Program (IEP) (continued)E. Parent Participation (continued)

- <sup>2</sup> and/or an agency assigned legal custody
2. The notice given the parents and/or agency assigned legal custody (if any) must indicate the purpose, time and location of the meeting, and who will be in attendance.
  3. If neither parent can attend, the principal shall use other methods to ensure parent participation, such as telephone calls.
  4. A meeting may be conducted without a parent in attendance if the principal is unable to convince the parents that they should attend. In this case, the agency must have a record of the attempts to arrange a mutually agreed on time and place, such as:
    - a. Detailed records of telephone calls made or attempted and the results of those calls;
    - b. Copies of correspondence sent to the parents and any responses received;
    - c. Detailed records of visits made to the parents home or place of employment and the results of those visits.
  5. The principal shall take whatever action is necessary to ensure that the parent understands the proceedings at a meeting, including arranging of an interpreter for parents who are deaf or whose native language is other than English.
  6. The principal shall give the parent, and/or custodial agency a copy of the IEP, at no cost.

**INSTRUCTION**Special Education (continued)Individualized Education Program (IEP) (continued)F. Content of Individualized Education Program

The IEP for each child must include:

1. A statement of the child's present levels of educational performance.
2. A statement of annual goals, including short-term instructional objectives.
3. A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs.
4. The projected dates for initiation of services and the anticipated duration of the services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Approved by Division Superintendent: April 6, 1987